

**ANALYSIS OF STUDENT'S MASTERY OF REGULAR AND
IRREGULAR PLURAL NOUNS AT THE SECOND
YEAR OF SMAN 3 KAMPAR**



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PEKANBARU
1432 H/2011 M**

**ANALYSIS OF STUDENT'S MASTERY OF REGULAR AND
IRREGULAR PLURAL NOUNS AT THE SECOND
YEAR OF SMAN 3 KAMPAR**

A Thesis
Submitted to Fulfill One of the Requirements
for the Undergraduate Degree in English Education
(S.Pd.)



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Barangsiapa merintis jalan mencari ilmu maka Allah akan memudahkan baginya jalan ke surga. (HR. Muslim)

Tuntutlah ilmu, Sesungguhnya menuntut ilmu adalah pendekatan diri kepada Allah Azza wajalla, dan mengajarkannya kepada orang yang tidak mengetahuinya adalah sodaqoh. Sesungguhnya ilmu pengetahuan menempatkan orangnya dalam kedudukan terhormat dan mulia (tinggi). Ilmu pengetahuan adalah keindahan bagi ahlinya di dunia dan di akhirat. (HR. Ar-Rabii')

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ملخص

أري ساتريا (٢٠١١) : تحليل إعاقة التلاميذ في مهارة كلمة جمع التكسير منتظمة و غير منتظمة في العامة الثانية بمدرسة العالية الحكومية ٣ كمبار.

هذه الرسالة دراسات وصفية. ومشكلتها بعض التلاميذ من الصف الثاني بمدرسة العالية الحكومية ٣ كمبار عندهم المشكلة في مهارة كلمة جمع التكسير منتظمة و غير منتظمة ورموز البحث كيف مهارة التلاميذ عن كلمة جمع التكسير منتظمة و غير منتظمة وما العوامل من إعاقتها.

وأما المبحوث من هذا البحث هو التلاميذ من الصف الثاني بمدرسة العالية الحكومية ٣ كمبار. وأما الموضوع البحث هو مهارة التلاميذ عن كلمة جمع التكسير منتظمة و غير منتظمة والعوامل من إعاقتها.

لجمع البيانات، قام الكاتب إختبارا و إستفتاء. وقام إختبار لمعرفة مهارة التلاميذ عن كلمة جمع التكسير منتظمة و غير منتظمة. وأما إستفتاء يقدم لمعرفة العوامل التي تكون إعاقة التلاميذ عن كلمة جمع التكسير منتظمة و غير منتظمة. وعدد مجتمع العني يعني ٢٠١ تلميذا. أخذ الكاتب ٢٥ % عينة. و في تحليل البيانات قدم الكاتب تكنيك وصفي ونوعي بالمائة. برمز كما التالي :

$$P = \frac{F}{N} \times 100 \%$$

من تحليل البيانات، خلص الكاتب بمعدل في المائة من مهارة التلاميذ في كلمة جمع التكسير هي ٢٢,٦ . هذه الحالة تدل مهارة التلاميذ في كلمة جمع التكسير لصف الثاني بمدرسة العالية الحكومية ٣ كمبار غير جيد. وهذه موافقة بالعوامل من إعاقة التلاميذ. مثل نادر. والعوامل من الداخلي هي التي تتعلق بالدوافع والعزلة والهوية وهوية المفردات وأما العوامل الخارجي من تنظيم من المدرس وبيئتهم.

ABSTRAK

Ari Satria (2011) : “Analisa Penguasaan Siswa pada Regular dan Irregular Plural Nouns pada Tahun Kedua di SMAN 3 Kampar”.

Skripsi ini adalah penelitian deskriptif. Permasalahannya adalah beberapa siswa dari kelas 2 SMAN 3 Kampar masih mempunyai masalah dalam penguasaan regular and irregular plural nouns. Rumusan masalahnya adalah bagaimana penguasaan siswa dalam regular and irregular plural nouns. Subjek dari penelitian ini adalah siswa kelas dua SMAN 3 Kampar. dan objek penelitian ini adalah penguasaan siswa dalam regular and irregular plural nouns. Untuk mengumpulkan data, penulis menggunakan tes. Tes digunakan untuk menemukan penguasaan siswa dalam regular and irregular plural nouns. Total populasi sample adalah 201 siswa. Penulis mengambil 25% sebagai sample. Dalam menganalisa data, penulis menggunakan teknik deskriptif kualitatif dengan persen, dengan rumus sebagai berikut:

$$P = \frac{f}{N} \times 100\%$$

Berdasarkan analisa data, itu bisa dikatakan bahwa rata-rata persen dari penguasaan siswa dalam plural nouns adalah 22.6. ini berarti penguasaan siswa dalam plural nouns pada kelas 2 siswa SMAN 3 Kampar adalah termasuk kategori kurang mampu. Kesulitan yang sering dihadapi oleh siswa yaitu pada penguasaan plural nouns adalah irregular plural nouns, berdasarkan data, nilai rata-rata penguasaan siswa pada irregular plural nouns adalah 10.2 dan nilai rata-rata penguasaan siswa pada regular plural nouns adalah 11.7. Itu berarti bahwa penguasaan siswa pada irregular plural nouns lebih kurang mampu dari pada regular plural nouns.

ABSTRACT

Ari Satria (2011) : “Analysis of Student’s Mastery of Regular and Irregular Plural Nouns at the Second Year of SMAN 3 Kampar”.

This thesis is descriptive research. The problem is some of the second year students of SMAN 3 Kampar still have problem in regular and irregular plural nouns mastery. The formulation of the problem is: how is students’ mastery for regular and irregular plural nouns and what is the most difficult faced by students in mastery plural nouns between regular and irregular plural nouns. The objective of this research is to find out the students’ mastery for regular and irregular plural nouns and to find out the most difficult faced by students in mastery plural nouns between regular and irregular plural nouns. The subject of this research is the second year students of SMAN 3 Kampar. To collect the data required, the writer used test. Test is used to find out the students’ mastery for regular and irregular plural nouns. The total sample is 201 students. The writer takes 25 % as sample. In analyzing the data, the writer uses descriptive qualitative technique with percentage, as formulated below:

$$P = \frac{f}{N} \times 100\%$$

Based on the data analysis, it can be said that the average percentage of students’ mastery for regular and irregular plural nouns is 22.6. It means, students’ mastery for regular and irregular plural nouns at the second year of SMAN 3 Kampar is categorized into poor level. The most difficult face by students in mastery plural nouns is irregular plural nouns, based on the data, the average score of the student’s mastery in irregular plural nouns is 10.2 and the average score of the student’s mastery in regular plural nouns is 11.7. It means that the student’s mastery in irregular plural nouns is still poor than regular plural nouns.

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CHAPTER I

INTRODUCTION

A. The Background

In order to have good English, the learners should learn two important aspects of foreign language. The aspects are language skills such as listening, speaking, reading, and writing. And language components like grammar, phonology, and vocabulary. It means to master English, we must learn language skill and language components. The primary goal of learning English for this level as the expectation of the KTSP for students is to make students have knowledge and capability to use English.

As indicated above, in developing and increasing proficiency in English, students should master English grammar. According to Swam (1980:xix), grammar is the rules that say how words change to show different meaning, and how they are combined into sentences. It is clear that the rules of grammar are important. Therefore, students should be able to master grammar.

In the English language, nouns inflect for grammatical number that is, singular or plural. The word classes of noun refer to person, place, or thing. There are two kinds of noun form; they are singular and plural nouns. Singular noun refer to one in number, for example: book, car, lamp, etc. Plural Nouns are anything denoting more than one in number (Hornby, 1989: 753) which refers to

more than one in number which usually signed by adding “s” or “es” at the end of the word, for example: books, cars, lamps, etc.

Then, Plural noun is divided into two kinds; they are regular and irregular plural noun. Regular plural nouns like: book --- books, car --- cars, lamp --- lamps, etc. And Irregular plural nouns like: child --- children, mouse --- mice, fish --- fish, etc.

So it is clear that noun can be classified basically into two categories, they are singular and plural nouns. Singular noun is noun which refers to one in number, for example: book, car, lamp, etc. Plural nouns are nouns which refer to more than one in number which usually signed by adding “s” or “es” at the end of the word, for example: book, cars, lamps, etc. then, Plural nouns are divided into two kinds; they are regular and irregular plural nouns.

Regular plural nouns are nouns which denote more than one that has rules, for example: book --- books, car ---- cars, lamp --- lamps, etc. singular with end “y” and there is a consonant before it, so “y” is changed into “i” and added by “es”. Singular with end “y” and there is a vowel before it, so “y” is not changed but only added “s”.

Then, in forming irregular plural nouns, there are several rules that are different from regular plural nouns such as noun that have vowels changes, the noun that end in *-f* or *-fe* only added with *-s* to form their plural, the noun that end in *-f* or *-fe* must be changed to *-ves*, etc.

The students use plural nouns in their writing and speaking, nouns is one aspects of the sentence, so the students must master how to form plural nouns in regular plural nouns and irregular plural nouns with correct grammar in their writing and speaking, English Syllabus of SMAN 3 Kampar (2010). A noun names of person, place, or thing; a quality, idea or action. We can classify or group nouns into the following categories: proper noun, common noun, concrete noun, abstract noun, collective noun and compound noun. The following chart explains these classifications. Marcella Frank (1972:2) says that a noun is the head of the grammatical structure in which function. Because of that, the writer thinks that students have to get more attention on nouns. There are two grammatical numbers in English; singular noun and plural nouns.

Senior High School 3 Kampar is one of the educational institutions that is located in Kampar Regency. English is taught as a compulsory subject and English is tested in National exam. Grammar is one of the language components that is taught and should be mastered by the students in this school. This point is connected to the KTSP curriculum of Senior High School particularly English textbook.

However, in accordance with the researcher's information in pre-observation, there are many students of the second year of SMAN 3 Kampar still have problems in terms of plural nouns.

For example:

There are many childs in the hall

Should be # There are many children in the hall

My uncles has 2 big companys in Kampar

Should be # My uncles has 2 big companies in Kampar

Therefore, the students might face a problem in forming and differentiating of plural nouns like regular plural nouns and irregular plural nouns, so it needs to analyze these problems. In short, the phenomenon can be seen as follows:

1. Some of the students are still difficult in understanding plural nouns.
2. Some of the students do not master the form regular plural nouns and irregular plural nouns.
3. Some of the students do not understand well about the topic, so they still confuse in using the forms of plural nouns.
4. Some of students are still confused in adding s, es, and special rules in words of plural nouns.
5. Some of the students just keep silent when they find some problems in grammar, plural nouns.
6. Some of the students do not master tenses.

Based on the phenomena above, the writer is interested to do a research entitled: “ANALYSIS OF STUDENT’S MASTERY OF REGULAR AND IRREGULAR PLURAL NOUNS AT SECOND YEAR OF SMAN 3 KAMPAR”.

It is expected that the finding of this research will help to solve students’ mastery in learning English.

B. Definitions of Terms

To avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are as follows:

1. Regular Plural Nouns

Regular plural nouns mean anything denoting more than one in number which is usually signed by adding “s” or “es” at the end of the word, Hornby (1989: 753).

2. Irregular Plural Nouns

Irregular plural nouns mean anything denoting more than one in different rules (Eckersley 1984: 4).

3. Mastery

Mastery is the status of master or ruler; control, The American Heritage Dictionary of the English Language (2009:1). According to Collins English Dictionary (2003:1) mastery is outstanding skill or full command or understanding of a subject. It means ability of the

students in understanding of a subject, English grammar especially on plural nouns.

C. The Problem

1. The Identification of the Problems.

Based on the background and phenomena above, the writer would like to identify the problems as follows:

1. Some of the students are still difficult in understanding plural nouns.
2. Some of the students do not master the form regular plural nouns and irregular plural nouns.
3. Some of the students do not understand well about the topic, so they still confuse in using the forms of plural nouns.
4. Some of students are still confused in adding s, es, and special rules in words of plural nouns.
5. Some of the students just keep silent when they find some problems in grammar, plural nouns.
6. Some of the students do not master tenses.

2. The Limitation of the Problems.

In this research, the writer will not study all the problems, it is necessary to limit the problem of this study due to the limited time, funds, and knowledge the writer has. The writer identifies the student's mastery in plural nouns in regular and irregular plural nouns at second year of SMAN 3 Kampar.

3. The Formulation of the Problem.

Based on the limitation above, the problems in this research will be formulated as in the following:

1. How is students' mastery for regular and irregular plural nouns at SMAN 3 Kampar?
2. What is the most difficult faced by students in mastering plural nouns between Regular and Irregular?

D. The Objective and Significance of the Research

1. The Objective of the Research

To find out the description of the students' mastery for regular and irregular plural nouns and to find out the most difficult faced by students in mastering plural nouns between regular and irregular plural nouns.

2. The Significance of the Research

- a. As an input for the English teachers at SMAN 3 Kampar, especially in the student's mastery of regular and irregular plural nouns.
- b. As an input for the second year of SMAN 3 Kampar about their mastery of regular and irregular plural nouns mastery.

CHAPTER II

REVIEWS OF RELATED LITERATURES

A. The Theoretical Framework

1. The Nature of Nouns

Eckersley and Eckersly (1980, 19) state that nouns are the name of a person, place, or thing, for example: book, house, flag, etc. they say that nouns usually functioned as subject or object. According to them, nouns can be classified into two main categories; they are abstract and concrete noun. Second, Marcella Frank (1972: 2) says that nouns are the head of the grammatical structure in which it function. For example: The house on the corner belongs to my uncle. (House is the subject of on the corner). Third, according to Glenn H Legged (1974:98) says that nouns are the word that functioned as the basic part of sentence and also characteristically function as object of verb and preposition. Fourth, Stobbe (2008:8) says that nouns are the words that function as the basic part of sentences. Nouns also characteristically function as objects of verbs and preposition. The overwhelming majority of nouns name or classify things, people, places, activities, concepts and like. They normally change form to make a plural (boy – boys, book – books, dog – dogs, etc) although some are irregular (sheep – sheep, man – men, child – children, etc) and others like courage,

which names a quality and Depok, which names a particular places belong to special sub classes that do not usually have plurals. The great majority of nouns show a possessive in writing by adding an –s preceded by apostrophe in the singular, or in some cases merely by adding an apostrophe (cow's horns, the committee's, etc).

Thomson and Martinet (1986:24) say that noun can function as:

1. The subject of a verb.

Example : *Tom arrived*

2. The object of a verb.

Example : *I saw Tom*

3. The object of a preposition.

Example : *I spoke to Tom*

4. The complement of the verbs be, become, seem.

Example : *Tom is an actor*

5. A noun can also be in the possessive case.

Example : *Tom's books.*

As it has been stated in the nature of noun above, it can be concluded that noun is a word used for naming a person or a thing that can be function as a subject or an object as to make them easily to recognize.

1.1. The Kinds of Nouns

Nouns are a word that refers to thing, place or people. First, according to Elaine and Darcy Jack (1985: 64) nouns are a kind of class word which refers to living or unliving thing and person, for example cat, book, John, etc. They classify nouns into singular nouns, plural nouns countable nouns, uncountable nouns, masculine nouns, feminine nouns and neuter nouns.

Second, Patricia K. Werner and Mary Mitchel Church (1951: 48) say that nouns are a word which refers to thing, idea, quantity and emotion, for example home, love, students, etc. they classify nouns into two main categories, they are abstract and concrete nouns.

Nouns are a word that refers to thing, place or thing. According to Betty (1985: 23) noun can be classified based on the way we see it. If we see from the way see it, noun can be classified into two; they are concrete and abstract noun. Then, if we see from the form, noun can be classified into two they are singular and plural noun. If we see from the way to count, we can classify noun into two; they are countable and uncountable noun. In addition, if we see from the gender, we can classify noun into three kinds; they are masculine gender, and neuter gender.

1.1.1. Noun from the Way:

a. The Concrete Noun

According to Simmons (2009) concrete nouns name people, places, and things. Concrete noun is a kind of noun that can be seen, touched, smelled and hold. Concrete noun is divided into 3 items, they are:

- Common noun is a noun that we can find in daily life or common.

Example:

- *eat, boy, lawyer,*
- *dog, girl, car, tree,*
- *teacher, mountain,*
- *market, etc.*

- Proper noun is a noun, which refers to people's name, nation, city, school, month, nationality and religion.

Example: Name: *George, Ali, Sarah, Hillary.*

Nation: *Japan, Chine, Spain, Chile.*

City: *Berlin, Jakarta, Paris, Milan.*

School: *Monash University, UIN, UR.*

Month: *May, April, June, July, March.*

Nationality: *Indonesia, Pakistan, USA.*

Religion: *Islam, Buddha, Jews.*

- Collective noun is a noun that refers to a group of people, animal or thing.

Example: - *committee, class*

- *Team, cattle*

- *Fleet, people*

- *constellation,*

- *swarm,*

- *troupe etc.*

- Material Noun is a noun that refers to material.

Example: - *gold, silver, water, sugar*

- *paper, wood, iron, stone*

- *sand, steel, meat, etc.*

b. The Abstract Noun

Abstract noun is a kind of noun that cannot be seen, cannot be hold and cannot be touched.

Example: - *love, illness, fatness, badness*

- *hate, honesty, efficiency*

- *agreement, action, competition*

- *friendship, championship,*

- *freedom, librarian, etc.*

1.1.2. Noun from the Form:

a. The Singular Noun

Singular noun is a kind of noun that tells it only one or singular.

- Example:
- *book, car, apple, door, dog*
 - *pen, umbrella, student, house*
 - *lamp, cat, duck, goat, rabbit*
 - *teacher, chair, flower, ring*
 - *shirt, horse, pencil, cake, tree,*
 - *river, etc.*

b. The Plural nouns

Plural nouns are a kind of noun that tell it more than one or plural.

- Example:
- *books, cats, apples, cars, doors*
 - *Pens, dogs, students, rulers*
 - *Lamps, ducks, goats, chairs*
 - *teachers, houses, teachers,*
 - *friends, rings, cakes, trees,*
 - *rivers, etc.*

1.1.3. Noun from the Way to Count:

a. The Countable Noun

Countable noun is a kind of noun that can be counted with numbering.

Example:

- *car, umbrella,*
- *door, window,*
- *table, bag,*
- *book, pen*
- *chair, etc.*

b. The Uncountable Noun

Uncountable noun is a kind of noun that cannot be counted.

Example:

- *paper, tobacco, ink, cloth*
- *water, air, tea, coffee, money*
- *milk, butter, rain, truth, flour*
- *sugar, bread, salt, gold, silver*
- *oil, etc.*

1.1.4. Noun from the Gender:

a. The Masculine Gender

Masculine gender is a kind of noun that refers to masculine gender.

- Example:
- *father, author, baron, actor*
 - *brother, count, deacon, giant*
 - *husband, mayor, director*
 - *son, poet, porter, hunter,*
 - *prophet, master, ogre,*
 - *prince, uncle, nephew, sir, etc.*

b. The Feminine Gender

Feminine gender is a kind of noun that refers to feminine gender.

- Example:
- *mother, aunt, girl, niece,*
 - *sister, woman, bride, lady*
 - *wife, madam, spinster, queen*
 - *daughter, grand mother,*
 - *step mother, step sister, etc.*

c. The Neuter Gender

Neuter gender is a kind of noun that has no gender.

- Example:
- *butter, bag, bread, milk*
 - *Steel, chalk, door, box, steel*
 - *Mirror, zinc, cocoa, knife*
 - *Street, money, happiness*
 - *beauty, freedom, school, etc.*

2. The Nature of Plural Nouns

According to Hornby (1989: 753) Plural Nouns mean anything denoting more than one in number which is usually signed by adding “s” or “es” at the end of the word, for example: books, cars, lamps, etc.

In which case follow the rules for plural based on the spelling, Byrd (1994:1). According to Crump (1997:1), the majority of English count nouns are regular and predictable in the spelling of the plural form.

3. The Formulation of Plural Nouns

As far as Betty said that there are two main forms of nouns; they are singular and plural nouns. Singular noun is a kind of nouns that tells it only one or singular, for example: Book, Pen, Lamp, Teacher, etc. Then, plural nouns are a kind of nouns that tells it more than one or plural. Example: *Books, pens, Lamps, Teachers*, etc. In which case follow the rules for plural based on the spelling, Byrd (1994:1).

From the examples above, we can conclude that for forming plural nouns is by adding “s” or “es” in singular nouns. According to Betty (1989: 98) there are some ways to form plural nouns wheter by adding “s” or “es” in singular nouns.

1. The Formulation or Regular Plural Nouns

a. Singular + s

According to Betty (1992:198), most nouns can be pluralized by adding –s such as:

No	Singular Form	Change to be Plural Form
1	<i>book</i>	<i>books</i>
2	<i>car</i>	<i>cars</i>
3	<i>door</i>	<i>doors</i>
4	<i>lamp</i>	<i>lamps</i>
5	<i>day</i>	<i>days</i>

b. Singular with end ss, sh, ch, x + es

Words can be pluralized by adding –es if the words are end with the letter –ss, -sh, -ch, -x, for example:

No	Singular Form	Change to be Plural Form
1	<i>glass</i>	<i>glasses</i>
2	<i>brush</i>	<i>brushes</i>
3	<i>watch</i>	<i>watches</i>
4	<i>box</i>	<i>boxes</i>

c. Singular with end “y” and there is a consonant before it, so “y” is changed into “I” and added by “es”.

No	Singular Form	Change to be Plural Form
1	<i>lady</i>	<i>ladies</i>
2	<i>army</i>	<i>armies</i>
3	<i>baby</i>	<i>babies</i>
4	<i>butterfly</i>	<i>butterflies</i>
5	<i>fly</i>	<i>flies</i>
5	<i>country</i>	<i>countries</i>

- d. Singular with end “y” and there is a vowel before it, so “y” is not changed but only added “s”

No	Singular Form	Change to be Plural Form
1	<i>monkey</i>	<i>monkeys</i>
2	<i>boy</i>	<i>boys</i>
3	<i>day</i>	<i>days</i>
4	<i>toy</i>	<i>toys</i>
5	<i>donkey</i>	<i>donkeys</i>

According to Crump (1997:1) the majority of English count nouns are regular and predictable in the spelling of the plural form.

2. The Formulation or Irregular Plural Nouns

As stated before that Irregular plural nouns is anything denoting more than one in different rules (Eckersley 1984: 4). Betty (1989: 201) believes that there are 6 ways to form irregular plural nouns in English as follow:

1. The nouns that have vowels changes.

For example:

No	Singular Form	Change to be Plural Form
1	<i>man</i>	<i>men</i>
2	<i>woman</i>	<i>women</i>
3	<i>tooth</i>	<i>teeth</i>
4	<i>mouse</i>	<i>mice</i>
5	<i>goose</i>	<i>geese</i>
6	<i>louse</i>	<i>lice</i>
7	<i>child</i>	<i>children</i>
8	<i>foot</i>	<i>feet</i>
9	<i>gentleman</i>	<i>gentlemen</i>

2. The nouns that end in *-f* or *-fe* must be changed to *-ves*.

For example:

No	Singular Form	Change to be Plural Form
1	<i>calf</i>	<i>calves</i>
2	<i>half</i>	<i>halves</i>
3	<i>knife</i>	<i>knives</i>
4	<i>leaf</i>	<i>leaves</i>
5	<i>life</i>	<i>lives</i>
6	<i>thief</i>	<i>thieves</i>
7	<i>self</i>	<i>selves</i>

3. The nouns that end in *-f* or *-fe* only added with *-s* to form their plural.

Hicks (2006:56) says nouns ending in *-f* usually take the standard *-s* in the plural. For example:

No	Singular Form	Change to be Plural Form
1	<i>roof</i>	<i>roofs</i>
2	<i>gulf</i>	<i>gulfs</i>
3	<i>cliff</i>	<i>cliffs</i>
4	<i>chief</i>	<i>chiefs</i>
5	<i>belief</i>	<i>beliefs</i>
6	<i>safe</i>	<i>safes</i>
7	<i>turf</i>	<i>turfs</i>

4. The nouns that end in – *o* only added with –*es* to form the plural.

For example:

No	Singular Form	Change to be Plural Form
1	<i>echo</i>	<i>echoes</i>
2	<i>hero</i>	<i>heroes</i>
3	<i>potato</i>	<i>potatoes</i>
4	<i>tomato</i>	<i>tomatoes</i>

5. The nouns that end – *o* only added with –*s* to form the plural.

For example:

No	Singular Form	Change to be Plural Form
1	<i>auto</i>	<i>autos</i>
2	<i>kilo</i>	<i>kilos</i>
3	<i>memo</i>	<i>memos</i>
4	<i>radio</i>	<i>radios</i>
5	<i>zoo</i>	<i>zoos</i>

6. The nouns that have same form singular and plural. Some nouns do not change at all, Crump (1997)

For example:

No	Singular Form	Change to be Plural Form
1	<i>deer</i>	<i>deer</i>
2	<i>fish</i>	<i>fish</i>
3	<i>sheep</i>	<i>sheep</i>
4	<i>series</i>	<i>series</i>
5	<i>species</i>	<i>species</i>

B. The Relevant Research.

The writer shows the relevant research in this studies that are:

1. Mardhiyah, in her descriptive research, she focused on The Ability of Students in Mastering The Plurality of Nouns at SLTP Negeri 02 Tanjung, District of XIII Koto Kampar. The conclusion that the factors can effect their difficulties in mastery of plurality of noun is that the students are not accustomed to consulting dictionary when they fail to understand a word, so they cannot differentiate word class such as noun, adjective, verb, etc.
2. Budge Carol (1989) conducted the almost similar research in analysis research of Carol, Plural Marking in Hong Kong English. A study investigated pattern in plural marking in the English spoken in Hong Kong, largely as a second language. Carol focused on the effect of the three types of prenominal morphemes; neutral with respect to plurality, modifiers

indicating the noun should be marked for plural, the modifiers some and any. The results suggest that the Hong Kong English speaker tends to mark plural where there is some semantic reminder that the noun is to be so marked, especially where the reminder is strong or unambiguous. Possible influence of the background language (Chinese) is discussed and similar findings for Singapore English examined.

Based on two researches above, the problem that is not yet discussed that is in the previous research will be conducted in this research. The writer focuses on the student's mastery of regular and irregular plural nouns at second year of SMA N 3 Kampar.

C. The Operational Concept.

The theoretical framework stated above is still general and abstract forms. Therefore, it is necessary to interpret into particular words in order to be easy to be measured empirically. It has stated in the theoretical framework in the teaching and learning process. So the writer determines some indicators to know students' obstacles for regular and irregular plural nouns mastery at second year of SMAN 3 Kampar. There are some operational concepts that will be stated here. In this case, there are two divisions that will be divided.

1. First, there is about analysis of student's mastery of regular and irregular plural nouns. They are:
 - a. Regular Plural Nouns

1. Students are able to identify singular nouns with ending “ss” is added “es”
2. Students are able to identify singular nouns with ending “sh” is added “es”
3. Students are able to identify singular nouns with ending “ch” is added “es”
4. Students are able to identify singular nouns with ending “x” is added “es”
5. Students are able to identify singular with end “y” and there is a consonant before it, so “y” is changed into “i” and added by “es”
6. Students are able to identify singular with end “y” and there is a vowel before it, so “y” is not changed but only added by “s”

b. Irregular Plural Nouns

1. Students are able to identify the nouns that have vowel change.
2. Students are able to identify the nouns that end in *-f* or *-fe* must be changed to *-ves*.
3. Students are able to identify the nouns that end in *-f* or *-fe* only added with *-s* to form their plural.
4. Students are able to identify the nouns that end in *-o* only added with *-es* to form the plural.

5. Students are able to identify the nouns that end in *-o* only added with *-s* to form the plural.
6. Students are able to identify the nouns that have same form singular and plural.

CHAPTER III

RESEARCH METHODOLOGY

A. The Method of The Research

The method used in this research was a descriptive method because it had only one variable. Syafi'i (2007:173) says that a descriptive research is a kind of method that involves the collection of data for the purpose of describing existing condition. This study had one variable that is the students' obstacles in plural nouns. This research was intended to know the students' mastery in plural nouns.

B. The Location and Time of The Research

This research was conducted at SMAN 3 Kampar located in Kampar Regency, Riau Province.

The time to collect the data up to analyze them took three months, from June until Augustus 2010.

C. The Subject and Object of The Research

The subject of this research was the second year students of SMAN 3 Kampar, in 2010/2011 academic year.

The object was the student's mastery in regular and irregular plural nouns.

D. The Population and Sample of The Research

The population of this research was the second year students of SMA N 3 Kampar in academic year 2010-2011. The number of the students in the second year was 201. These are five classes. They consisted of two classes, social consisted of three classes, and science consisted of two classes. The writer takes 25% as sample. It is relevant to Arikunto's opinion (2002:112). He says that if the population is less than 100 respondents we can take all of but if more than 100 respondents can take 10%-15% or 20%-25% or more than it. This sample taken was 52 students and this research was taken by using random sampling.

Table 1
THE POPULATION OF THE SECOND YEAR STUDENTS OF
SMA N 3 KAMPAR

No.	Class	Population			Sample 25 %		
		female	male	Total	female	male	total
1	XIPA ₁	23	15	38	5	4	9
2	XIPA ₂	25	14	39	6	4	10

3	XIPS ₁	26	15	41	7	4	11
4	XIPS ₂	24	17	41	6	5	11
5	XIPS ₃	25	18	42	6	5	11
6	Total			201			52

E. The Technique of Data Collections

In order to get the data of the research, the writer used:

❖ Test

It is correcting from test which plural noun would execute in sentences which reliability and validity. The material for this study was taken from some text books such as, Understanding and Using English Grammar by Betty Azhar Schramper, Practical English Usage by Michael Swan, and some questions were created by writer himself.

Next, the number of item was 30 and the time for this test was 30 minutes. The test was conducted at the second year students of SMA N 3 Kampar. Before collecting the data, the test was tried out to another students in order to know the difficulty of the test. It was supposed to determine the index of difficulty.

Table II
MODEL TEST

No.	Kinds of Regular Plural Nouns	Number of Item	Number of each Item
1	singular nouns with ending “ss” is added “es”	3	1, 13, 25
2	singular nouns with ending “sh” is added “es”	3	2, 14, 26
3	singular nouns with ending “ch” is added “es”	3	3,15, 27
4	singular nouns with ending “x” is added “es”	3	4, 16, 28
5	singular with end “y” and there is a consonant before it, so “y” is changed into “i” and added by “es”	3	5, 17, 29
6	singular with end “y” and there is a vowel before it, so “y” is not changed but only added by “s”	3	6, 18, 30
No.	Kinds of Irregular Plural Nouns	Number of Item	Number of each Item
1	The nouns that have vowel change	2	7, 19
2	The nouns that end in <i>-f</i> or <i>-fe</i>	2	8, 20

	must be changed to <i>-ves</i>		
3	The nouns that end in <i>-f</i> or <i>-fe</i> only added with <i>-s</i> to form their plural	2	9, 21
4	The nouns that end in <i>-o</i> only added with <i>-es</i> to form the plural	2	10, 22
5	The nouns that end in <i>-o</i> only added with <i>-s</i> to form the plural	2	11, 23
6	The nouns that have same form singular and plural	2	12, 24
TOTAL		30	30

This kind of the tests were supposed to measure the level of students' mastery in plural nouns. The test was tried out to another student before being administered to the sample. The try out test was conducted to know the quality of the test item in order to determine the validity and reliability of the test.

After analyzing the items and finding the reliability, the writer revised the test for the next test. The items were analyzed for their difficulty level as formulated as follows:

$$F.V = \frac{R}{N}$$

Where : F.V = Facility Value (Index of difficulty)

R = The number of correct answers

N = The number of students taking test

(Heaton, 1975:178)

According to Heaton (1975:179) the test is accepted if the level difficulty is 0.30 – 0.70 and the test will be rejected if the index of difficulty is below 0.30 (difficult) or over 0.70 (easy). Then, item discrimination of the test was calculated by using the formula:

$$D = \frac{\text{Correct U} - \text{Correct L}}{\frac{1}{2}N}$$

Where : D = Discrimination index

U = Upper group answering (Upper half)

L = Lower group answering (lower half)

N = Number of Students

(Heaton, 1975:176)

The next step is to compute the reliability of the whole test. According to Heaton (1975:162) reliability is a necessary characteristic of any good test; for it to be valid at all, a test must

first be reliable as a measuring instrument. In order to find the reliability, the following formula is used:

$$r_{11} = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{NX^2} \right]$$

Where: r_{11} = Reliability

N = The number of items

M = The mean score on the test for all test

X = The standar deviation of all the tests' score

(Heaton, 1975:164)

According to Guilford (1956:45) reliability of the test is consider as follow:

0.00 – 0.20 Reliability is very low

0.20 – 0.40 Reliability is sufficient

0.41 – 0.70 Reliability is middle

0.71 – 0.90 Reliability is high

0.91 – 1.00 Reliability is very high

F. The Technique Data Analysis

To analyze the data, the writer used the descriptive qualitative. It was a technique by using the percentage.

In order to get description of individual answer given by students, the formula was used:

$$P = \frac{x}{n} \times 100\%$$

Notation : P = individual score

x = correct answer

n = number of items

(Wayan Sumartana 1986:76)

To know the percentage of students' answer in each element of the students's mastery in plural nouns, the formula used is:

$$P = \frac{F}{N} \times 100$$

Where:

P Percentage

F Frequency of score

N the total of the score

(Sudijono : 2006:43)

To know the mean of students' mastery for regular and irregular plural nouns, the formula used is:

$$X = \frac{\sum fx}{N}$$

Where: X = the mean score of the students

$\sum fx$ = the score of the students

N = the number of respondents

To categorize the level of students' mastery in regular and irregular plural nouns can be classified into categories as follows:

Table IV

No.	Category	Score %
1	Excellent	81-100
2	Good	61-80
3	Fairly Good	51-60
4	Fair	31-50
5	Poor	30-0

(David Harris, 1987:132)

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Presentation of Research Data

1. The Student's Mastery of Regular and Irregular Plural Nouns

As it has been mentioned before, the writer in doing his research administered the test to the second year students of SMA N 3 Kampar. Here two methods were used to analyze the data of the research, they were field research and library research. Field research was to collect the data from the field. While library research was to find out some theories, concepts and information, which can support the phenomena of the research.

The respondents of this research were 52 students. After doing the test, the students' score were taken from individual correct answers. If the students could answer the question correctly, they would get 1 point, but if they could not answer it, the score would be zero. Through the students' score, the writer calculated their percentage in order to know the level of the students' mastery.

Table V
THE STUDENTS' PERCENTAGE OF TEST
IN REGULAR PLURAL NOUNS

NO	STUDENTS	CORRECT ANSWER	PERCENTAGE	CATEGORY
1	1	15	100	EXCELLENT
2	2	14	93.3	EXCELLENT
3	3	14	93.3	EXCELLENT
4	4	14	93.3	EXCELLENT
5	5	15	100	EXCELLENT
6	6	15	100	EXCELLENT
7	7	15	100	EXCELLENT
8	8	14	93.3	EXCELLENT
9	9	13	86.6	GOOD
10	10	14	93.3	EXCELLENT
11	11	12	80	GOOD
12	12	14	93.3	EXCELLENT
13	13	13	86.6	GOOD
14	14	14	93.3	EXCELLENT
15	15	14	93.3	EXCELLENT
16	16	12	80	GOOD
17	17	14	93.3	EXCELLENT
18	18	13	86.6	GOOD
19	19	12	80	GOOD
20	20	14	93.3	EXCELLENT
21	21	13	86.6	GOOD
22	22	12	80	GOOD
23	23	13	86.6	GOOD
24	24	13	86.6	GOOD

25	25	14	93.3	EXCELLENT
26	26	13	86.6	GOOD
27	27	14	93.3	EXCELLENT
28	28	12	80	GOOD
29	29	9	60	FAIR
30	30	13	86.6	GOOD
31	31	13	86.6	GOOD
32	32	9	60	FAIR
33	33	9	60	FAIR
34	34	10	66.6	FAIR
35	35	11	73.3	FAIR GOOD
36	36	10	66.6	FAIR
37	37	13	86.6	GOOD
38	38	12	80	GOOD
39	39	11	73.3	FAIRLY GOOD
40	40	9	60	FAIR
41	41	9	60	FAIR
42	42	14	93.3	EXCELLENT
43	43	9	60	FAIR
44	44	9	60	FAIR
45	45	9	60	FAIR
46	46	8	53.3	POOR
47	47	8	53.3	POOR
48	48	7	46.6	POOR
49	49	8	53.3	POOR
50	50	8	53.3	POOR
51	51	5	33.3	POOR
52	52	5	33.3	POOR

Table VI
THE STUDENTS' PERCENTAGE OF TEST
IN IRREGULAR PLURAL NOUNS

NO	STUDENTS	CORRECT ANSWER	PERCENTAGE	CATEGORY
1	1	14	93.3	EXCELLENT
2	2	15	100	EXCELLENT
3	3	15	100	EXCELLENT
4	4	15	100	EXCELLENT
5	5	14	93.3	EXCELLENT
6	6	14	93.3	EXCELLENT
7	7	14	93.3	EXCELLENT
8	8	14	93.3	EXCELLENT
9	9	15	100	EXCELLENT
10	10	14	93.3	EXCELLENT
11	11	14	93.3	EXCELLENT
12	12	12	80	GOOD
13	13	13	86.6	GOOD
14	14	12	80	GOOD
15	15	11	73.3	FAIRLY GOOD
16	16	13	86.6	GOOD
17	17	11	73.3	FAIRLY GOOD
18	18	12	80	GOOD
19	19	12	80	GOOD
20	20	10	66.6	FAIR
21	21	11	73.3	FAIRLY GOOD
22	22	11	73.3	FAIRLY GOOD
23	23	10	66.6	FAIR
24	24	10	66.6	FAIR

25	25	8	53.3	POOR
26	26	9	60	FAIR
27	27	8	53.3	POOR
28	28	9	60	FAIR
29	29	11	73.3	FAIRLY GOOD
30	30	8	53.3	POOR
31	31	7	46.6	POOR
32	32	11	73.3	FAIRLY GOOD
33	33	11	73.3	FAIRLY GOOD
34	34	9	60	FAIR
35	35	8	53.3	POOR
36	36	9	60	FAIR
37	37	6	40	POOR
38	38	7	46.6	POOR
39	39	7	46.6	POOR
40	40	9	60	FAIR
41	41	9	60	FAIR
42	42	4	26.6	POOR
43	43	9	60	FAIR
44	44	8	53.3	POOR
45	45	8	53.3	POOR
46	46	9	60	FAIR
47	47	8	53.3	POOR
48	48	9	60	FAIR
49	49	8	53.3	POOR
50	50	6	40	POOR
51	51	9	60	FAIR
52	52	9	60	FAIR

Table VII
THE STUDENTS' PERCENTAGE OF TEST
IN REGULAR AND IRREGULAR PLURAL NOUNS

NO	STUDENTS	CORRECT ANSWER	PERCENTAGE	CATEGORY
1	1	29	96.6	EXCELLENT
2	2	29	96.6	EXCELLENT
3	3	29	96.6	EXCELLENT
4	4	29	96.6	EXCELLENT
5	5	29	96.6	EXCELLENT
6	6	29	96.6	EXCELLENT
7	7	29	96.6	EXCELLENT
8	8	28	93.3	EXCELLENT
9	9	28	93.3	EXCELLENT
10	10	28	93.3	EXCELLENT
11	11	26	86.6	GOOD
12	12	26	86.6	GOOD
13	13	26	86.6	GOOD
14	14	26	86.6	GOOD
15	15	25	83.3	GOOD
16	16	25	83.3	GOOD
17	17	25	83.3	GOOD
18	18	25	83.3	GOOD
19	19	24	80	GOOD
20	20	24	80	GOOD
21	21	24	80	GOOD
22	22	23	76.6	FAIRLY GOOD
23	23	23	76.6	FAIRLY GOOD
24	24	23	76.6	FAIRLY GOOD

25	25	22	73.3	FAIRLY GOOD
26	26	22	73.3	FAIRLY GOOD
27	27	22	73.3	FAIRLY GOOD
28	28	21	70	FAIRLY GOOD
29	29	21	70	FAIRLY GOOD
30	30	21	70	FAIRLY GOOD
31	31	20	66.6	FAIR
32	32	20	66.6	FAIR
33	33	20	66.6	FAIR
34	34	19	63.3	FAIR
35	35	19	63.3	FAIR
36	36	19	63.3	FAIR
37	37	19	63.3	FAIR
38	38	19	63.3	FAIR
39	39	18	60	FAIR
40	40	18	60	FAIR
41	41	18	60	FAIR
42	42	18	60	FAIR
43	43	18	60	FAIR
44	44	17	56.6	POOR
45	45	17	56.6	POOR
46	46	17	56.6	POOR
47	47	16	53.3	POOR
48	48	16	53.3	POOR
49	49	16	53.3	POOR
50	50	14	46.6	POOR
51	51	14	46.6	POOR
52	52	14	46.6	POOR

B. The Data Analysis

In this chapter, the writer would like to analyze data obtained from testing result on data presentation. The result of the research were calculated based on the percentage grading with five categories used as the scales of the subject mastery in regular and irregular plural nouns. After collecting the data and computing the students' score, the writer found the average of the student's mastery in regular and irregular plural nouns that can be presented as follow:

Table VIII
THE AVERAGE OF THE STUDENT'S MASTERY
OF REGULAR PLURAL NOUNS

NO	STUDENTS	CORRECT ANSWER	FREQUENCY (f)	f.x
1	1, 5, 6, 7	15	4	60
2	2, 3, 4, 8, 10, 12, 14, 15, 17, 20, 25, 27, 42	14	13	182
3	9, 13, 18, 21, 23, 24, 26, 30, 31, 37	13	10	130
4	11, 16, 19, 22, 28, 38	12	6	72
5	35, 39	11	2	22
6	34, 36	10	2	20
7	29, 32, 33, 40, 41, 43, 44, 45	9	8	72
8	46, 47, 49, 50	8	4	32
9	48	7	1	7
10	51, 52	5	2	10
TOTAL			$\Sigma(f) = 52$	$\Sigma(f \cdot x) = 607$

$$X = \frac{\sum fx}{N}$$

$$X = \frac{607}{52} = 11.7$$

The mean of the students' mastery of regular plural nouns is 11.7, which meant Poor. 4 of 52 students were able to answer 15 of 15 questions, 13 of 52 students were able to answer 14 of 15 questions, 10 of 52 were able to answer 13 of 15 questions, 6 of 52 students were able to answer 12 of 15 questions, 2 of 52 students were able to answer 11 of 15 questions, 2 of 52 students were able to answer 10 of 15 questions. 8 of 52 students were able to answer 9 of 15 questions, 4 of 52 students were able to answer 8 of 15 questions, 1 of 52 students were able to answer 7 of 15 questions, 2 of 52 students were able to answer 5 of 15 questions.

Table IX
THE AVERAGE OF THE STUDENT'S MASTERY
OF IRREGULAR PLURAL NOUNS

NO	STUDENTS	CORRECT ANSWER	FREQUENCY (f)	f.x
1	2, 3, 4, 9	15	4	50
2	1, 5, 6, 7, 8, 10, 11	14	7	98
3	13, 16	13	2	26
4	12, 14, 18, 19	12	4	48

5	15, 17, 21, 22, 29, 32,33	11	7	77
6	20, 23, 24	10	3	30
7	26, 28, 34, 36, 40, 41, 43, 46, 48, 51, 52	9	11	99
8	25, 27, 30, 35, 44, 45, 47, 49	8	8	64
9	31, 38, 39	7	3	21
10	37, 50	6	2	12
11	42	4	1	4
TOTAL			$\Sigma(f) = 52$	$\Sigma(f \cdot x) = 529$

$$X = \frac{\Sigma fx}{N}$$

$$X = \frac{529}{52} = 10.2$$

The mean of the students' mastery of regular plural nouns is 10.2, which meant Poor. 4 of 52 students were able to answer 15 of 15 questions, 7 of 52 students were able to answer 14 of 15 questions, 2 of 52 were able to answer 13 of 15 questions, 4 of 52 students were able to answer 12 of 15 questions, 7 of 52 students were able to answer 11 of 15 questions, 3 of 52 students were able to answer 10 of 15 questions. 11 of 52 students were able to answer 9 of 15 questions, 8 of 52 students were able to answer 8 of 15 questions, 3 of 52 students were able to answer 7 of 15 questions, 2 of 52 students were able to

answer 6 of 15 questions, 1 of 52 students were able to answer 4 of 15 questions.

Based on the data, the average score of the student's mastery in irregular plural nouns is 10.2 and the average score of the student's mastery in regular plural nouns is 11.7. It means that the student's mastery in irregular plural nouns is still poor than regular plural nouns.

Table X
THE PERCENTAGE OF THE STUDENT'S MASTERY
OF REGULAR PLURAL NOUNS AND IRREGULAR PLURAL NOUNS

No.	Category	Frequency	Percentage
1	Excellent	10	19.3 %
2	Good	11	21.1 %
3	Fairly Good	9	17.3 %
4	Fair	13	25 %
5	Poor	9	17.3 %
Total		52	100%

From the table we know that 13 students got the highest percentage, that is 25 %. So, the writer concludes that the students could answer the test easily and the mastery of the second year students at SMAN 3 Kampar was fairly level because this level is the biggest

percentage. Then, the mean score of students' mastery in regular and irregular plural nouns is calculated as follows:

$$X = \frac{\sum fx}{N}$$

$$X = \frac{1177}{52} = 22.6$$

Where: X = the mean score of the students

$\sum fx$ = the score of the students

N = the number of respondents

The average score of the students' mastery in regular and irregular plural nouns was 22.6. In summary, it is categorized as the poor level. Then, in order to know the individual score of the students, the writer calculated as follow:

$$P = \frac{x}{n} \times 100\%$$

$$P = \frac{29}{30} \times 100\%$$

$$= 96.6$$

Notation : P = individual score

x = correct answer

n = number of items

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to conclude about the study or the research that has been done. The research that is entitled ‘Analysis of Student’s Mastery in Regular and Irregular Plural Nouns at Second year of SMAN 3 Kampar’ can be concluded in the conclusion.

A. Conclusion

Based on the result of the data analysis, the writer draws some conclusions as follow:

- a. The average score of the student’s mastery of regular and irregular plural nouns is 22,6. It means that the student’s mastery of regular and irregular plural nouns at the second year of SMAN 3 Kampar is still poor.
- b. The most difficult face by students in mastery plural nouns is irregular plural nouns, based on the data, the average score of the student’s mastery in irregular plural nouns is 10.2 and the average score of the student’s mastery in regular plural nouns is 11.7. It means that the student’s mastery in irregular plural nouns is still poor than regular plural nouns.

B. Suggestion

Based on the result of this research, the writer would like to offer some suggestions for the students and teachers.

1. The teachers have to be giving more clear explanation about regular plural and irregular plural forms of nouns. If they were still confused, the teacher should repeat the explanation.
2. The teachers have to be deeply learning teaching English well, so that the students can be taught well and –of course- they can receive the information as the transformation of knowledge well.
3. The teachers need to give correction on their error in mastering the plural forms of noun in sentences, so that they know the correct ones.
4. The teachers have to be giving more interesting exercises and many programs to manage and make the students feel interested in the class.
5. The students need to be guided by the teacher in learning regular and irregular plural nouns.
6. The students need to master plural forms, because it is important in making sentences in English.
7. The students should be active in the class and always ask their teacher when the materials given are not understood.

8. The students should fully concentrate during the teacher's explanation in learning process.
9. The students of SMAN 3 Kampar need to do more practice and memorize, especially about irregular plural nouns.

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APPENDIX 1

STUDENTS' SCORE

Ss	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	CA	SCORE	
1	0	1	1	1	0	1	1	0	1	0	0	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	26	65	
2	0	1	1	0	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	0	0	24	60	
3	0	1	0	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	0	0	0	0	1	0	1	0	1	1	1	1	24	60	
4	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	1	0	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0	1	0	0	23	57.5	
5	0	1	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	0	0	0	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	0	0	0	1	0	22	55	
6	0	1	1	0	0	1	0	1	0	0	1	0	1	0	1	1	0	1	1	1	0	0	1	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	0	22	55	
7	1	1	0	0	0	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	0	0	0	0	1	22	55	
8	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	21	52.5	
9	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	1	1	0	0	1	0	0	21	52.5	
10	0	1	0	0	1	1	0	1	0	0	1	0	1	1	0	1	0	1	0	1	0	1	1	0	0	0	0	0	1	1	1	1	0	1	1	1	0	0	1	1	0	21	52.5
11	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	21	52.5
12	0	1	0	1	0	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	0	1	0	1	1	1	0	1	1	0	0	0	1	0	0	21	52.5	
13	1	0	1	1	1	1	0	0	0	1	0	1	0	1	0	0	1	1	0	1	1	1	0	1	1	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	1	21	52.5
14	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	21	52.5	
15	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	0	1	0	0	1	1	1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	21	52.5	
16	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	21	52.5	
17	0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0	1	0	0	0	0	0	0	20	50	
18	0	1	1	1	0	1	0	1	1	0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	1	0	0	0	0	20	50	
19	0	1	1	0	1	1	1	1	1	0	0	1	1	0	1	0	1	0	0	0	1	1	0	1	1	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	19	47.5	
20	1	1	1	0	1	0	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	1	0	0	1	18	45
21	1	0	0	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	18	45		
22	0	0	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	1	1	1	0	0	0	1	1	1	0	1	0	0	0	1	0	1	0	18	45	
23	0	0	1	0	1	1	0	0	0	1	1	1	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	17	42.5	
24	0	0	1	0	0	1	1	0	0	0	1	1	1	0	1	0	1	0	0	1	0	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	17	42.5	
25	0	0	0	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	1	0	0	0	1	1	1	0	1	1	0	0	0	1	0	0	16	40	

26	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0	0	0	0	0	1	0	0	0	1	0	0	12	30	
27	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0	1	0	0	1	10	25
28	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	0	9	22.5
29	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	8	20	
30	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	8	20	
Total	6	17	18	11	19	19	18	18	17	7	17	9	19	10	17	20	11	12	9	9	14	9	19	16	19	16	9	9	17	19	21	5	17	17	10	6	7	8	8	9	562	1405
F.V	20	57	60	37	63	63	60	60	57	23	57	30	63	33	57	67	37	40	30	30	47	30	63	53	63	53	30	30	57	63	70	17	57	57	33	20	23	27	27	30		

Appendix 2

THE STUDENTS SCORE IN REGULAR AND IRREGULAR PLURAL NOUNS

NO	STUDENTS	CORRECT ANSWER	PERCENTAGE	CATEGORY
1		21	70.0	FAIRLY GOOD
2		21	70.0	FAIRLY GOOD
3		16	53.3	POOR
4		16	53.3	POOR
5		21	70.0	FAIRLY GOOD
6		19	63.3	FAIR
7		25	83.3	GOOD
8		20	66.7	FAIRLY GOOD
9		19	63.3	FAIR
10		18	60.0	FAIR
11		18	60.0	FAIR
12		18	60.0	FAIR
13		19	63.3	FAIR
14		18	60.0	FAIR
15		19	63.0	FAIR
16		19	63.0	FAIR
17		15	50.0	POOR
18		27	90.0	EXCELLENT
19		12	40.0	POOR
20		18	60.0	FAIR
21		16	53.3	POOR
22		20	66.7	FAIR
23		14	46.7	POOR
24		23	76.7	FAIRLY GOOD
25		13	43.3	POOR
26		18	60.0	FAIR
27		18	60.0	FAIR
28		21	70.0	FAIR
29		18	60.0	FAIR
30		17	56.0	FAIR
31		24	80.0	GOOD
32		19	63.3	FAIR
33		16	53.3	POOR
34		29	96.7	EXCELLENT
35		27	90.0	EXCELLENT

Appendix 3

THE PERCENTAGE OF THE STUDENTS' MASTERY OF TRY OUT IN PLURAL NOUNS

NO.	CATEGORY	FREQUENCY	PERCENTAGE
1	EXCELLENT	2	5,7 %
2	GOOD	3	8,6 %
3	FAIRLY GOOD	5	15,2 %
4	FAIR	16	46,7 %
5	POOR	8	23,8 %
TOTAL		35	100%

Appendix 4

THE MEAN SCORE OF TRU OUT IN REGULAR AND IRREGULAR PLURAL NOUNS

NO	CORRECT ANSWER	FREQUENCY (f)	f.x
1	29	1	29
2	27	1	27
3	26	1	26
4	25	1	25
5	24	1	24
6	23	1	23
7	21	4	84
8	20	3	60
9	19	4	76
10	18	10	180
11	16	4	64
12	15	1	15
13	14	1	14
14	13	1	13
15	12	1	12
TOTAL		$\Sigma(f) = 35$	$\Sigma(f.x) = 672$

Appendix 5

THE DIFFICULTY LEVEL OF TRY OUT IN REGULAR AND IRREGULAR PLURAL NOUNS

NO	ITEM	CORRECT ANSWER (R)	N	F.V	R/A	CLASSIFICATION
1	1	24	35	0.69	A	
2	2	23	35	0.66	A	
3	3	24	35	0.69	A	
4	4	23	35	0.66	A	
5	5	24	35	0.69	A	
6	6	23	35	0.66	A	
7	7	22	35	0.63	A	
8	8	23	35	0.66	A	
9	9	22	35	0.63	A	
10	10	22	35	0.63	A	
11	11	22	35	0.63	A	
12	12	21	35	0.60	A	
13	13	21	35	0.60	A	
14	14	22	35	0.63	A	
15	15	22	35	0.63	A	
16	16	22	35	0.63	A	
17	17	21	35	0.60	A	
18	18	22	35	0.63	A	
19	19	22	35	0.63	A	
20	20	22	35	0.63	A	
21	21	22	35	0.63	A	
22	22	23	35	0.66	A	
23	23	28	35	0.80	R	EASY
24	24	21	35	0.60	A	
25	25	18	35	0.51	A	
26	26	21	35	0.60	A	
27	27	18	35	0.51	A	
28	28	28	35	0.80	R	EASY
29	29	23	35	0.66	A	
30	30	23	35	0.66	A	

Appendix 6

THE MEAN DEVIATION OF TRY OUT IN REGULAR AND IRREGULAR PLURAL NOUNS

NO	SCORE	X-X(D)	SQUARE (D ²)
1	29	29 - 19,2 = 9.8	96.04
2	27	27 - 19,2 = 7.8	60.84
3	26	26 - 19,2 = 7.8	46.24
4	25	25 - 19,2 = 5.8	33.64
5	24	24 - 19,2 = 4.8	23.04
6	23	23 - 19,2 = 3.8	14.44
7	21	21 - 19,2 = 1.8	3.24
8	21	21 - 19,2 = 1.8	3.24
9	21	21 - 19,2 = 1.8	3.24
10	21	21 - 19,2 = 1.8	3.24
11	20	20 - 19,2 = 0.8	0.64
12	20	20 - 19,2 = 0.8	0.64
13	20	20 - 19,2 = 0.8	0.64
14	19	19 - 19,2 = -0.2	0.04
15	19	19 - 19,2 = -0.2	0.04
16	19	19 - 19,2 = -0.2	0.04
17	19	19 - 19,2 = -0.2	0.04
18	18	18 - 19,2 = -1.2	1.44
19	18	18 - 19,2 = -1.2	1.44
20	18	18 - 19,2 = -1.2	1.44
21	18	18 - 19,2 = -1.2	1.44
22	18	18 - 19,2 = -1.2	1.44
23	18	18 - 19,2 = -1.2	1.44
24	18	18 - 19,2 = -1.2	1.44
25	18	18 - 19,2 = -1.2	1.44
26	18	18 - 19,2 = -1.2	1.44
27	18	18 - 19,2 = -1.2	1.44
28	16	16 - 19,2 = -3.2	10.24
29	16	16 - 19,2 = -3.2	10.24
30	16	16 - 19,2 = -3.2	10.24
31	16	16 - 19,2 = -3.2	10.24
32	15	15 - 19,2 = -4.2	17.64
33	14	14 - 19,2 = -5.2	27.04
34	13	13 - 19,2 = -6.2	38.44
35	12	12 - 19,2 = -7.2	51.84

Appendix 7

THE MEAN SCORE, STANDAR DEVIATION, AND RELIABILITY OF STUDENTS' SCORE OF TRY OUT IN REGULAR AND IRREGULAR PLURAL NOUNS

1. The Mean Score (Average Score) of Try Out

$$X = \frac{\sum f \cdot x}{N}$$

$$X = \frac{672}{35} = 19,2$$

2. The Standard Deviation of Try Out

$$Sd = \sqrt{\frac{\sum d^2}{N-1}}$$

$$Sd = \sqrt{\frac{479,6}{35-1}}$$

$$Sd = \sqrt{\frac{479,6}{34}}$$

$$Sd = \sqrt{14,10588} = 3,75$$

3. The Reliability of Try Out

$$r_{11} = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{NX^2} \right]$$

$$r_{11} = \frac{30}{30-1} \left[1 - \frac{19,2(30-19,2)}{30 \cdot (3,75)^2} \right]$$

$$r_{11} = \frac{30}{29} \left[1 - \frac{19,2(30-19,2)}{30 \cdot 14,1} \right]$$

$$r_{11} = \frac{30}{29} \left[1 - \frac{19,2(10,8)}{423} \right]$$

$$r_{11} = \frac{30}{29} \left[1 - \frac{207,36}{423} \right]$$

$$r_{11} = 1,03 [1 - 0,49]$$

$$r_{11} = 1,03 [0,51]$$

$$r_{11} = 0,52$$

ITEM DISCRIMINATION INDEX

ITEM	U	L	U + L	F.V	U - L	D
1	12	12	24	0.69	0	0
2	12	11	23	0.66	1	0,05
3	13	11	24	0.69	2	0,11
4	12	11	23	0.66	1	0,05
5	12	12	24	0.69	0	0
6	11	12	23	0.66	-1	-0,05
7	13	9	22	0.63	4	0,22
8	11	12	23	0.66	-1	-0,05
9	12	10	22	0.63	2	0,11
10	12	10	22	0.63	2	0,11
11	11	11	22	0.63	0	0
12	11	10	21	0.60	1	0,05
13	11	10	21	0.60	1	0,05
14	11	11	22	0.63	0	0
15	10	12	22	0.63	-2	-0,11
16	12	10	22	0.63	2	0,11
17	10	11	21	0.60	-1	-0,05
18	11	11	22	0.63	0	0
19	11	11	22	0.63	0	0
20	10	12	22	0.63	-2	-0,11
21	12	10	22	0.63	2	0,11
22	11	12	23	0.66	-1	-0,05
23	15	13	28	0.80	3	0,16
24	11	10	21	0.60	1	0,05
25	9	9	18	0.51	0	0
26	10	11	21	0.60	-1	-0,05
27	9	9	18	0.51	0	0
28	16	12	28	0.80	4	0,22
29	14	9	23	0.66	5	0,27
30	14	9	23	0.66	5	0,27

D = Discrimination Index
 U = Upper Group Answering (Upper Half)
 L = Lower Group Answering (Lower Half)
 F.V = Facility Value (Index of Difficulty)

Appendix 9

THE REJECTED ITEMS

23. That store sells some (piano)

28. Where are your (goose)?

THE REVISED ITEMS

23. In West Sumatera we can visit 2 (zoo), they are in the Bukit Tinggi

28. Is there any (mouse) in your house?

Appendix 10

THE MEAN SCORE OF TEST IN REGULAR AND IRREGULAR PLURAL NOUNS

NO	CORRECT ANSWER	FREQUENCY (f)	f.x
1	29	7	203
2	28	3	84
3	26	4	104
4	25	4	100
5	24	3	72
6	23	3	99
7	22	3	66
8	21	3	63
9	20	3	60
10	19	5	95
11	18	5	90
12	17	3	51
13	16	3	48
14	14	3	42
TOTAL		$\Sigma(f) = 52$	$\Sigma(f \cdot x) = 1177$

The Mean Score of the Test

$$X = \frac{\Sigma fx}{N}$$

$$= \frac{1177}{52}$$

$$= 22,6$$

Appendix 11

THE STUDENTS' PERCENTAGE AND CATEGORY OF TEST IN REGULAR PLURAL NOUNS

NO	STUDENTS	CORRECT ANSWER	PERCENTAGE	CATEGORY
1	1	15	100	EXCELLENT
2	2	14	93.3	EXCELLENT
3	3	14	93.3	EXCELLENT
4	4	14	93.3	EXCELLENT
5	5	15	100	EXCELLENT
6	6	15	100	EXCELLENT
7	7	15	100	EXCELLENT
8	8	14	93.3	EXCELLENT
9	9	13	86.6	GOOD
10	10	14	93.3	EXCELLENT
11	11	12	80	GOOD
12	12	14	93.3	EXCELLENT
13	13	13	86.6	GOOD
14	14	14	93.3	EXCELLENT
15	15	14	93.3	EXCELLENT
16	16	12	80	GOOD
17	17	14	93.3	EXCELLENT
18	18	13	86.6	GOOD
19	19	12	80	GOOD
20	20	14	93.3	EXCELLENT
21	21	13	86.6	GOOD
22	22	12	80	GOOD
23	23	13	86.6	GOOD
24	24	13	86.6	GOOD
25	25	14	93.3	EXCELLENT
26	26	13	86.6	GOOD
27	27	14	93.3	EXCELLENT
28	28	12	80	GOOD
29	29	9	60	FAIR
30	30	13	86.6	GOOD
31	31	13	86.6	GOOD
32	32	9	60	FAIR
33	33	9	60	FAIR
34	34	10	66.6	FAIR
35	35	11	73.3	FAIR GOOD
36	36	10	66.6	FAIR
37	37	13	86.6	GOOD

38	38	12	80	GOOD
39	39	11	73.3	FAIRLY GOOD
40	40	9	60	FAIR
41	41	9	60	FAIR
42	42	14	93.3	EXCELLENT
43	43	9	60	FAIR
44	44	9	60	FAIR
45	45	9	60	FAIR
46	46	8	53.3	POOR
47	47	8	53.3	POOR
48	48	7	46.6	POOR
49	49	8	53.3	POOR
50	50	8	53.3	POOR
51	51	5	33.3	POOR
52	52	5	33.3	POOR

Appendix 12

THE STUDENTS' PERCENTAGE AND CATEGORY OF TEST IN IRREGULAR PLURAL NOUNS

NO	STUDENTS	CORRECT ANSWER	PERCENTAGE	CATEGORY
1	1	14	93.3	EXCELLENT
2	2	15	100	EXCELLENT
3	3	15	100	EXCELLENT
4	4	15	100	EXCELLENT
5	5	14	93.3	EXCELLENT
6	6	14	93.3	EXCELLENT
7	7	14	93.3	EXCELLENT
8	8	14	93.3	EXCELLENT
9	9	15	100	EXCELLENT
10	10	14	93.3	EXCELLENT
11	11	14	93.3	EXCELLENT
12	12	12	80	GOOD
13	13	13	86.6	GOOD
14	14	12	80	GOOD
15	15	11	73.3	FAIRLY GOOD
16	16	13	86.6	GOOD
17	17	11	73.3	FAIRLY GOOD
18	18	12	80	GOOD
19	19	12	80	GOOD
20	20	10	66.6	FAIR
21	21	11	73.3	FAIRLY GOOD
22	22	11	73.3	FAIRLY GOOD
23	23	10	66.6	FAIR
24	24	10	66.6	FAIR
25	25	8	53.3	POOR
26	26	9	60	FAIR
27	27	8	53.3	POOR
28	28	9	60	FAIR
29	29	11	73.3	FAIRLY GOOD
30	30	8	53.3	POOR
31	31	7	46.6	POOR
32	32	11	73.3	FAIRLY GOOD
33	33	11	73.3	FAIRLY GOOD
34	34	9	60	FAIR
35	35	8	53.3	POOR
36	36	9	60	FAIR
37	37	6	40	POOR

38	38	7	46.6	POOR
39	39	7	46.6	POOR
40	40	9	60	FAIR
41	41	9	60	FAIR
42	42	4	26.6	POOR
43	43	9	60	FAIR
44	44	8	53.3	POOR
45	45	8	53.3	POOR
46	46	9	60	FAIR
47	47	8	53.3	POOR
48	48	9	60	FAIR
49	49	8	53.3	POOR
50	50	6	40	POOR
51	51	9	60	FAIR
52	52	9	60	FAIR

Appendix 13

THE STUDENTS' PERCENTAGE AND CATEGORY OF TEST IN REGULAR AND IRREGULAR PLURAL NOUNS

NO	STUDENTS	CORRECT ANSWER	PERCENTAGE	CATEGORY
1	1	29	96.6	EXCELLENT
2	2	29	96.6	EXCELLENT
3	3	29	96.6	EXCELLENT
4	4	29	96.6	EXCELLENT
5	5	29	96.6	EXCELLENT
6	6	29	96.6	EXCELLENT
7	7	29	96.6	EXCELLENT
8	8	28	93.3	EXCELLENT
9	9	28	93.3	EXCELLENT
10	10	28	93.3	EXCELLENT
11	11	26	86.6	GOOD
12	12	26	86.6	GOOD
13	13	26	86.6	GOOD
14	14	26	86.6	GOOD
15	15	25	83.3	GOOD
16	16	25	83.3	GOOD
17	17	25	83.3	GOOD
18	18	25	83.3	GOOD
19	19	24	80	GOOD
20	20	24	80	GOOD
21	21	24	80	GOOD
22	22	23	76.6	FAIRLY GOOD
23	23	23	76.6	FAIRLY GOOD
24	24	23	76.6	FAIRLY GOOD
25	25	22	73.3	FAIRLY GOOD
26	26	22	73.3	FAIRLY GOOD
27	27	22	73.3	FAIRLY GOOD
28	28	21	70	FAIRLY GOOD
29	29	21	70	FAIRLY GOOD
30	30	21	70	FAIRLY GOOD
31	31	20	66.6	FAIR
32	32	20	66.6	FAIR
33	33	20	66.6	FAIR
34	34	19	63.3	FAIR
35	35	19	63.3	FAIR
36	36	19	63.3	FAIR
37	37	19	63.3	FAIR

38	38	19	63.3	FAIR
39	39	18	60	FAIR
40	40	18	60	FAIR
41	41	18	60	FAIR
42	42	18	60	FAIR
43	43	18	60	FAIR
44	44	17	56.6	POOR
45	45	17	56.6	POOR
46	46	17	56.6	POOR
47	47	16	53.3	POOR
48	48	16	53.3	POOR
49	49	16	53.3	POOR
50	50	14	46.6	POOR
51	51	14	46.6	POOR
52	52	14	46.6	POOR

Appendix 14

THE MEAN DEVIATION OF TEST IN REGULAR AND IRREGULAR PLURAL NOUNS

NO	SCORE	X-X(D)	SQUARE (D ²)
1	29	29 – 22.02 = 6.98	48.72
2	29	29 – 22.02 = 6.98	48.72
3	29	29 – 22.02 = 6.98	48.72
4	29	29 – 22.02 = 6.98	48.72
5	29	29 – 22.02 = 6.98	48.72
6	29	29 – 22.02 = 6.98	48.72
7	29	29 – 22.02 = 6.98	48.72
8	28	28 – 22.02 = 5.98	35.76
9	28	28 – 22.02 = 5.98	35.76
10	28	28 – 22.02 = 5.98	35.76
11	26	26 – 22.02 = 3.98	15.84
12	26	26 – 22.02 = 3.98	15.84
13	26	26 – 22.02 = 3.98	15.84
14	26	26 – 22.02 = 3.98	15.84
15	25	25 – 22.02 = 2.98	8.88
16	25	25 – 22.02 = 2.98	8.88
17	25	25 – 22.02 = 2.98	8.88
18	25	25 – 22.02 = 2.98	8.88
19	24	24 – 22.02 = 1.98	3.92
20	24	24 – 22.02 = 1.98	3.92
21	24	24 – 22.02 = 1.98	3.92
22	23	23 – 22.02 = 0.98	0.96
23	23	23 – 22.02 = 0.98	0.96
24	23	23 – 22.02 = 0.98	0.96
25	22	22 – 22.02 = -0.2	0.04
26	22	22 – 22.02 = -0.2	0.04
27	22	22 – 22.02 = -0.2	0.04
28	21	21 – 22.02 = -1.02	1.04
29	21	21 – 22.02 = -1.02	1.04
30	21	21 – 22.02 = -1.02	1.04
31	20	20 – 22.02 = -2.02	4.08
32	20	20 – 22.02 = -2.02	4.08
33	20	20 – 22.02 = -2.02	4.08
34	19	19 – 22.02 = -3.02	9.12
35	19	19 – 22.02 = -3.02	4.08
36	19	19 – 22.02 = -3.02	4.08
37	19	19 – 22.02 = -3.02	4.08
38	19	19 – 22.02 = -3.02	4.08

39	18	$18 - 22.02 = -4.02$	16.16
40	18	$18 - 22.02 = -4.02$	16.16
41	18	$18 - 22.02 = -4.02$	16.16
42	18	$18 - 22.02 = -4.02$	16.16
43	18	$18 - 22.02 = -4.02$	16.16
44	17	$17 - 22.02 = -5.02$	25.2
45	17	$17 - 22.02 = -5.02$	25.2
46	17	$17 - 22.02 = -5.02$	25.2
47	16	$16 - 22.02 = -6.02$	36.24
48	16	$16 - 22.02 = -6.02$	36.24
49	16	$16 - 22.02 = -6.02$	36.24
50	14	$14 - 22.02 = -8.02$	64.32
51	14	$14 - 22.02 = -8.02$	64.32
52	14	$14 - 22.02 = -8.02$	64.32
TOTAL = 1177			1081

RESEARCH INSTRUMENT

- 1. This test is used for a scientific research**
- 2. This test is not influencing your score**
- 3. Do as instructed and write down your answer on the sheet provided**
- 4. Thanks for your participation**

QUESTIONS

1. These (glass) are expensive.
2. How many (brush) do you have in your bath room?
3. I have many kinds of (watch) in my home.
4. Would you like to lift these (box) for me, please?
5. There are many (company) in Riau province.
6. Can you see (monkeys) are hanging on the tree?
7. The (policeman) arrested a thief yesterday.
8. There are 4 (knife) in my kitchen.
9. Do you know (chiefs) are meeting in the room right now?
10. Based on the news, two (volcano) erupted last week.
11. There are many kinds of (radio)
12. I saw some (deer) in the forest yesterday.

13. Can you give me your (address) both in Indonesia and America?
14. We still can see (bush) in our village.
15. John is going to make 2 (church) in this town.
16. How many (child) do you have Mery?
17. There are many (butterfly) in the rice-field.
18. Some (boy) thing that love is getting gift from his friend.
19. Have you brushed your (tooth)?
20. John has 3 (wife).
21. In our country, there are 5 (belief) that should respect by all people.
22. All nations honour all their national(hero)
23. In West Sumatera we can visit 2 (zoo), they are in the Bukit Tinggi
and Padang.
24. I caught some (fish) in the river yesterday
25. My sister give all her (dress) to poor people.
26. Can you see those (flash) friend?
27. There are many (bench) in that café.
28. Is there any (mouse) in your house?
29. Mr. Anto can remember a lot of (vocabulary) in one minute.
30. The woman bought some (toys) for her child.

Appendix 16

THE KEY ANSWER

1. Glasses
2. Brushes
3. Watches
4. Boxes
5. Companies
6. Monkeys
7. Policemen
8. Knives
9. Chiefs
10. Volcanoes
11. Radios
12. Deer
13. Addresses
14. Bushes
15. Churches
16. Children
17. Butterflies
18. Boys

19. Teeth

20. Wives

21. Beliefs

22. Heroes

23. Zoos

24. Fish

25. Dresses

26. Flashes

27. Benches

28. Mice

29. Vocabularies

30. Toys

Appendix 17

THE REJECTED ITEMS

24. In West Sumatera we can visit 2 (zoo), they are in the Bukit Tinggi

29. Is there any (mouse) in your house?

THE REVISED ITEMS

24. Indonesia has many (zoo) that share in many provinces.

29. Is there any mouse in your house?

Appendix 18

THE MEAN SCORE, STANDAR DEVIATION, AND RELIABILITY OF STUDENTS' SCORE OF THE TEST IN REGULAR AND IRREGULAR PLURAL NOUNS

1. The Mean Score (Average Score) of the Test

$$X = \frac{\sum fx}{N}$$

$$X = \frac{1177}{52} = 22,6$$

2. The Standard Deviation of the Test

$$Sd = \sqrt{\frac{\sum d^2}{N-1}}$$

$$Sd = \sqrt{\frac{1081}{52-1}}$$

$$Sd = \sqrt{\frac{1081}{51}}$$

$$Sd = \sqrt{21,19} = 4,60$$

3. The Reliability of the Test

$$r_{11} = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{NX^2} \right]$$

$$r_{11} = \frac{30}{30-1} \left[1 - \frac{22,6(30-22,6)}{30 \cdot (4,60)^2} \right]$$

$$r_{11} = \frac{30}{29} \left[1 - \frac{22,6(30-22,6)}{30 \cdot 21,16} \right]$$

$$r_{11} = \frac{30}{29} \left[1 - \frac{22,6(7,4)}{634,8} \right]$$

$$r_{11} = \frac{30}{29} \left[1 - \frac{167,24}{634,8} \right]$$

$$r_{11} = 1,03 [1 - 0,26]$$

$$r_{11} = 1,03 [0,74]$$

$$r_{11} = 0,76$$

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